



Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success

9/12/2018

Dr. Bradley Snyder
New Albany-Floyd Con Schools: #2400
2813 Grantline Rd
New Albany, IN 47150

Dear Dr. Bradley Snyder,

Thank you for your recent renewal application for a 1003(g) School Improvement Grant under the ESEA. Congratulations, **S. Ellen Jones Elementary's** renewal application was accepted and SIG funds will continue for SY 2018-2019.

In accordance with your application and available funding, you are being awarded **\$505,342.00** for the 2018-2019 school year. Funds for this grant period are available from July 1, 2018 and must be expended by September 30, 2019.

Federal Program Title I	School Improvement Grant
Federal Agency	U.S. Department of Education
Pass Through Agency	Indiana Department of Education
CFDA Number	84.377A
Award Name	School Improvement Grants
Award Number	S377A140016

The Title I §1003(g) School Improvement Grant award must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of the students at this school. Improvement funds must be tracked separately from all other Title I Grants. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement (this funding number must not be the same number as is used for the Title I Basic grant award). Because these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on improvement initiatives at that particular school.

We look forward to continuing our work with your team this school year. Please feel free to contact Dwayne Marshall at dmarshall2@doe.in.gov if you have any questions.

Sincerely,

Nathan Williamson
Director of Title Grants and Support
Indiana Department of Education

cc: Title I Program Administrator
SIG Coordinator
Principal



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Title I -1003(g) School Improvement Grant Renewal Application SY 2018-2019
Cohorts 6 - 8- Transformation Model

Part 1: Grantee Information

Instructions: Complete school and district information below.

School Corporation/ Eligible Entity	New Albany Floyd County Schools	Corp #	2400
School	S. Ellen Jones Elementary	School #	1981
Superintendent Name	Dr. Bradley J. Snyder	Email	bsnyder@nafcs.k12.in.us
Title I Administrator Name	Mr. Tony Duffy	Email	tduffy@nafcs.k12.in.us
Principal	Dr. Tamara Swarens	Email	tswarens@nafcs.k12.in.us
Telephone	812-542-5508	Fax	812-542-4790
SY 2018-2019 Allocation	\$505,341.96		



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Part 2: Grant Award Information

Grant Award Timeline:

Renewal Application Release	Release application and guidance to LEAs	June 7, 2018
Application Due	Renewal application must be submitted to IDOE	July 7, 2018
Application Review	Renewal applications reviewed by IDOE	July 7 – August 7, 2018
Notification and Funds Available	Renewal awards will be finalized and funds will be available <i>*any school who is asked to resubmit any piece of their application will not have access to funds until final approval is given</i>	August 7, 2018
SY 17-18 Artifact Due	Outcome Artifact from SY 17-18 will be emailed to 1003g@doe.in.gov	June 30, 2018

Grant Award Resources:

- USED SIG information: <http://www2.ed.gov/programs/sif/legislation.html#guidance>
- Indiana SIG Award Information: www.doe.in.gov/sig

Federal Program Title:	School Improvement Grant
Federal Agency:	U.S. Department of Education
Pass Through Agency:	Indiana Department of Education
CFDA Number:	84.377A
Award Name:	School Improvement Grants
Grant Award Number:	S377A00180015A

Instructions: Please complete the table below regarding who was involved with the grant process.



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Staff Members Consulted and Part of the Renewal Application Process

Name	Title
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
Mr. Tony Duffy	Director of Title I and Elementary Education
Dr. Tamara Swarens	Principal
Mrs. Stacey Meadors	Assistant Principal
Mr. Chris Street	Chief Financial Officer
Mrs. Ann Kulwicki	Literacy Coach

Part 3: LEA and School Assurances

Instructions: Certain terms and conditions are required for receiving funds under the School Improvement 1003g Grant and through the Indiana Department of Education (IDOE). Therefore, by signing the following assurances, the grantee agrees to comply with all applicable federal, state, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances in the performance of this grant as stated below.

The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members.
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations.
- The Title I School Improvement funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive.

- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded.
- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary.
- Provide ongoing technical assistance to schools identified for Title I School Improvement as they develop or revise their school improvement plan, and throughout the implementation of that plan.
- Coordinate the technical assistance that is provided to schools in Title I School Improvement. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement.
- Expenditures contained in this Title I School Improvement Application accurately reflect the school improvement plan(s).
- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan.
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement.
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan.
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner.

By signing below, the LEA agrees to all assurances above and certifies the following:

- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date.
- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds.
- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of sub grant funds.



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- By submitting this application, the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term “principal” for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.

The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State’s request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

Superintendent Signature:	Bradley J. Snyder	Date:	6/14/2018
Title I Administrator Signature:	Tony Duffy	Date:	6/14/2018
Principal Signature	Tamara Swarens	Date:	6/12/2018

Part 4: Achievement and Leading Indicators SY 17-18

SIG Achievement and Leading Indicators											
Achievement Indicators	Baseline SY 2016 - 2017	SY 2017-2018		SY 2018-2019		SY 2019-2020		SY 2020-2021		SY 2021-2022	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	42%	46%		51%		57%		62%		67%	
Percent of students proficient on ISTEP (ELA) (3-8)	60%	65%		70%		75%		80%		85%	
Percent of students proficient on ISTEP (Math) (3-8)	50%	60%		65%		70%		75%		80%	
Percent of students proficient on IREAD (Spring Test Only) (3)- Elementary only	80%	90%	79%	85%		90%		95%		98%	
Leading Indicators	Baseline SY 2016 - 2017	SY 2017-2018		SY 2018-2019		SY 2019-2020		SY 2020-2021		SY 2021-2022	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
1. Number of minutes in the School Yr. students are required to attend school	68,400	68,400	68,400	68,400		68,400		68,400		68,400	
2. Number of daily minutes of math instruction	60	60	60	60		60		60		60	
3. Number of daily minutes of ELA instruction	90	90	90	90		90		90		90	

4. Student attendance rate (must be % between 0 and 100)	94.2%	96.0%	95.06%	95.1%		95.2%		95.3%		95.4%	
Leading Indicators	Baseline SY 2016 - 2017	SY 2017-2018		SY 2018-2019		SY 2019-2020		SY SY 2020-2021		SY 2021-2022	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
5. Truants – number of (unduplicated) students who have received truancy letters or action, enter as a whole number	18	15	10	10		9		8		7	
6. Expanded Learning Time (total number of hours offered)	129	255	271.5	60		65		70		75	
7. Number of discipline referrals	1,000	731	726	681		631		581		531	
8. Discipline incidents – number of suspensions and/or expulsion	SUS--134 EXP--0	SUS--60 EXP--0	SUS--114 EXP--0	SUS--60 EXP--0	SUS-- EXP--	SUS--55 EXP--0	SUS-- EXP--	SUS--50 EXP--0	SUS-- EXP--	SUS--45 EXP--0	SUS-- EXP--
9. Distribution of teacher performance level on LEA's teacher evaluation system	IN--0 IMP--1 EFF--8 HEFF--10	IN--0 IMP--0 EFF--6 HEFF--12	IN--0 IMP--0 EFF--1 HEFF--18	IN--0 IMP--0 EFF--0 HEFF--19	IN-- IMP-- EFF-- HEFF--	IN--0 IMP--0 EFF--0 HEFF--19	IN-- IMP-- EFF-- HEFF--	IN--0 IMP--0 EFF--0 HEFF--19	IN-- IMP-- EFF-- HEFF--	IN--0 IMP--0 EFF--0 HEFF--19	IN-- IMP-- EFF-- HEFF--
10. Teacher attendance rate (must be a % between 0 and 100)	95.2%	95.5%	96.15%	96.2%		96.3%		96.4%		96.5%	
11. Teacher retention rate (must be a % between 0 and 100)	88.2%	100%	94.1%	95%		98%		100%		100%	



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***Baseline SY:** Please enter data from the school year prior to your first full year of implementation. Proceed to enter data from subsequent years following your baseline year to present. *I.e. If SY 16-17 was your first full year of implementation, please enter SY15-16 data in the Baseline column. Proceed to enter data for years SY 16–17 to present.*

Part 5: Analysis and Outcomes

Instructions: SIOT Activity: (Strengths, Improvements, Opportunities, and Threats)

- List school's primary strengths and weaknesses from SY 17-18—forces or barriers working for and against SIG implementation or school's mission
- List school's key opportunities and threats from SY 17-18—political, economic, social, technological, demographic, or legal trends that are or may impact school's ability to achieve SIG implementation or school's mission.
- What are the projected outcomes for SY 18-19 after completing the SIOT Analysis? Are there any opportunities we can take advantage of because of a strength? Are there any threats compounded by a weakness?

SIOT Analysis	
<p>Strengths:</p> <ul style="list-style-type: none"> • S. Ellen Jones has strong support from all stakeholders. • 1003a grant interventions have been implemented. The interventions listed lead into the plan for our 1003g grant. • Administrators participated in 5 mentorship days this semester. • Extended learning day opportunities have been provided weekly in conjunction with the Bridge to Success program. • Staff members have been provided 3 math and 2 ELA professional development sessions. Administrators observed the new learning through classroom observations. • Behaviorist support was provided to students in order to help in creating detailed, student specific behavior support plans. 	<p>Areas of Improvement:</p> <ul style="list-style-type: none"> • Leadership began advertising the full day preschool program to begin during the 2018-2019 school year. Communication methods included information being placed on the district website, inclusion in the student newsletter numerous times, video footage on the district website, details listed on the school marquis, and information shared during school based parent events. Information was also shared with Head Start and feeder daycares to share with families. Advertisement began the first week of March. The goal is to provide this program to a class of 15-18 students. Eleven students have enrolled for the program so far which is up from five students during the month of April.
<p>Opportunities:</p> <ul style="list-style-type: none"> • The school is continuing to advertise the full day preschool program on the electronic marquis. • Registration in July will provide an additional opportunity to connect with families and to identify 4-year old, in-district students. 	<p>Threats:</p> <ul style="list-style-type: none"> • The number of enrolled students remains a concern at this time. The goal is to enroll 4-7 additional students in order to provide a program where relationship building, social skills training, and life skills can best be taught.

Projected Outcomes for SY 18-19



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- The school will continue to advertise the program and make connections with the community to enroll a class of 15-18 students for the upcoming school year.

Part 6: SIG Implementation SY 2018-2019

Instructions: IDOE has aligned the renewal application with Transformation principles and required/recommended interventions in column one below as Focus Areas. Please complete the entire table and align your SY18-19 action steps.

<u>Focus Areas</u>	<u>Action Steps and Person(s) Responsible</u>	<u>Timeline</u>	<u>Budgeted Items</u>	<u>Measurable Outcomes</u>
<i>SAMPLE: Increase learning time</i>	<i>SAMPLE: Meadows School will provide before and after school opportunities for all students to help increase student achievement called, Crunch Time. Person Responsible: Ms. Smith, Title I Interventionist</i>	<i>SAMPLE: Multiple Phases (Multiple Quarters)</i>	<i>SAMPLE: \$5,000 - Stipends</i>	<i>SAMPLE: The Crunch Time program will be tracked using a google spreadsheet to document what before/after school program students attended. This data will be compared to student achievement data.</i>
Develop School Leadership Effectiveness	<p>Mentorship will be provided by a highly qualified educational consultant (Dr. Rhonda Roos) to work with current building administrators on areas of leadership including:</p> <ul style="list-style-type: none"> • Focus on academic performance (critical need basis) • Focus on leading indicators (critical need basis) • Deeper understanding of additional leadership practices <p>Person Responsible: Building Administrators & Educational Consultant</p>	Multiple Phases (Multiple Quarters)	6 days of contracted service \$750 per day, 6 days total, \$4,500	<p>Increased leadership needs assessment scores (given at beginning of the year, after semester 1, and at the end of the year).</p> <p>Increased proficiency as measured on state assessments and district based formative assessments.</p> <p>Increased student attendance.</p> <p>Decreased behavior referrals and suspensions.</p>
Develop Teacher Effectiveness	<p>Math coach will provide professional development to teachers during and after the school day. The Math Coach will demonstrate lessons and provide feedback on the implementation of the balanced math program. The Math Coach will assist teachers in analyzing math CFA data to plan for core instruction, intervention, and acceleration.</p> <p>Person Responsible: Math Coach</p>	Multiple Phases (Multiple Quarters)	Salary \$69,713.04 & Benefits \$28,231.68	<p>Increased proficiency as measured on state assessments and district based formative assessments.</p> <p>Increased instructional needs assessments scores (given at beginning of the year, after semester 1, and at the end of the year).</p>

	<p>Professional development opportunities will be provided to certified and non-certified staff members on the implementation of a balanced literacy framework and balanced math program.</p> <p>Person Responsible: Math Coach & Literacy Coach</p>		<p>Monthly PD Cost per year (10 sessions for 1 hour per session), staff paid hourly rate</p> <p>Certified: Salary \$6,400 & Benefits \$1,316.89</p> <p>Non-Certified: Salary \$2,475, FICA \$189.34</p> <p>Some remaining 1003a funds will be used through the end of September in addition to the funds listed above</p>	<p>Increased proficiency as measured on state assessments and district based formative assessments.</p> <p>Increased instructional needs assessments scores (given at beginning of the year, after semester 1, and at the end of the year).</p>
Implement Comprehensive Instructional Reform Strategies	<p>Curriculum teacher leader teams and an administrator or coach will attend national conferences in the areas of reading or math.</p> <p>Person Responsible: Building Administrators, Literacy Coach, Math Coach, Curriculum Teacher Leaders</p> <p>Purchase IXL to provide students technological resources to increase math knowledge.</p>	Multiple Phases (Multiple Quarters)	<p>\$6,000 for conference and travel expenses</p> <p>\$1,800</p>	<p>Increased proficiency as measured on state assessments and district based formative assessments.</p> <p>Increased instructional needs assessments scores (given at beginning of the year, after semester 1, and at the end of the year).</p>

	An interventionist will be hired to provide additional small group instruction for students who are performing below grade level. Students will be provided personalized and differentiated learning using the ICU intervention (Jan Richardson Guided Reading intervention which provides targeted instruction in reading, word study, and writing). The interventionist will assist the Literacy Coach in providing professional development to teachers during and after the school day. The interventionist will assist in demonstrating lessons and providing feedback on the implementation of the balanced literacy framework. The interventionist will assist teachers in analyzing ELA CFA data to plan for core instruction, intervention, and acceleration.		Salary \$46,749.11 & Benefits \$23,429.93	Increased proficiency as measured on state assessments and district based formative assessments. Increased instructional needs assessments scores (given at beginning of the year, after semester 1, and at the end of the year).
Increase Learning Time	Provide extended day learning opportunities for subgroups of students in the areas of math and English language arts. Transportation will be provided home to remove any barriers for participation. Person Responsible: Extended day learning teacher and assistant, transportation	Multiple Phases (Multiple Quarters)	30 sessions/1.5 hours per session Per year cost: Certified Staff: Salary \$39,700 & Benefits \$7,227.20 Non-Certified Staff: Salary \$10,261.56 & Benefits \$786.82 Transportation \$6,000 (Bus Driver Salary \$3,960, Benefits \$840, Bus	Increased proficiency for subgroups as measure on state assessments and district based formative assessments. Decreased behavior referrals and suspensions. Increased attendance rates and decreased tardiness. Attendance of students will be collected by teachers. This data will be compared to student achievement data.

	<p>Provide summer school “jump start” opportunities for incoming gr. 3 & 4 students in the areas of math and English language arts. Transportation will be provided home to remove any barriers for participation.</p> <p>Person Responsible: Teacher, assistant, transportation</p>		<p>rental/gas \$1,200)</p> <p>Some remaining 1003a funds will be used through the end of September in addition the funds listed above</p> <p>Instruction: Certified: \$7,700 salary & \$1397.55 benefits</p> <p>Non-certified: \$1,800 salary & \$137.70 benefits</p> <p>Transportation \$4,000 (Bus Driver Salary \$2,640, Benefits \$560, Bus rental/gas \$800)</p>	<p>Increased proficiency for subgroups as measured on state assessments and district based formative assessments.</p> <p>Increased district based formative assessments for summer school participants in comparison to peers.</p> <p>Attendance of students will be collected by teachers. This data will be compared to student achievement data.</p>
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	Teachers will select high interest literature to add to classroom libraries. An increase in high interest book choice will help increase reading engagement and stamina.		\$400 each for 15 teachers, \$6,000	Teachers will report the level of student engagement during independent reading on their monthly Title I reading logs.
Create Community-Oriented Schools	<p>School home outreach coordinator hired to assist with the planning and promoting of the school based parent workshops. Track attendance, communicate with parents, and conduct home visits to reduce absences and tardiness. Work closely with building administrators, behaviorist, counselor, and building based mental health therapist to best support families in need.</p> <p>Resources will be provided to parents in conjunction with the schools' parent workshop plan. Parent expertise will increase in supporting students with home practice. This support will provide students additional time and repetition practicing grade level indicators.</p>	Multiple Phases (Multiple Quarters)	<p>Non-certified \$35,000 salary & \$16,677.50 benefits</p> <p>4 kindergarten, 1 (gr. 1, 2, 3, 4) and 2 whole school parent events</p> <p>10 events, \$400 per event, \$4,000</p>	<p>Reduction in discipline referrals and suspensions.</p> <p>Increase in attendance rate and reduction in tardiness.</p> <p>Increase in climate/culture parent needs assessment (given at beginning of the year, after semester 1, and at the end of the year).</p> <p>Increase in parent attendance at parent events and workshops.</p>
Provide Operational Flexibility	Principal & BLT begin Yr. 1 implementing. Principal given operational flexibility (control over staff, time, program, & budget). Leadership will meet monthly to review goals and action plan.	Multiple Phases (Multiple Quarters)	No SIG Funds	SEJ leadership team will review data monthly to determine the effectiveness of SIG initiatives and to make changes based on the results of the data.
Sustain Support	Several action steps will help increase expertise of staff members leading to sustainability thorough team meetings and collaboration. These include; leadership mentorship, behaviorist support, math coach support, national conference attendance, professional development, interventionist support, and school home outreach coordinator support. The high interest literacy purchase will be made, as needed, in the future using	Multiple Phases (Multiple Quarters)	No SIG Funds	All of the measureable outcomes listed above will be used to determine the ongoing sustainability from the grant.

	<p>donation funds. Gaps in student curricular understanding will be filled through extended learning opportunities, jump start, and full day PK. An increase in staff expertise and the increase in student curricular understanding will allow for stronger alignment moving forward. On Our Way PK funds will be sought to continue the full day PK program while also adding an additional classroom. Reflex has been paid for until October 2019 using 1003a grant funds and wasn't included in the 2018-2019 action steps above. However, the Reflex and IXL programs will continue to be purchased using donation or other grant funds after the grant ends.</p>			
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Part 7: Outcome Artifact

Instructions: Schools will be required to produce a tangible “outcome” piece to be shared with IDOE and to be published on the IDOE website as resources for other schools. This “outcome” piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. Possible “Outcome Artifacts could include: mini-lesson video, recording of students working on an activity, WebEx, How-To One-Pager, Blog, Podcast. Outcome Artifacts” should be linked to goals of your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data.

Briefly describe what the school will plan to submit as an “Outcome Artifact” for SY 2018-2019 and how this will be aligned to your grant and the key area.

Low performance on ISTEP+ demonstrates a need for stronger core instruction. Consistency in the following instructional strategies will be strengthened through professional development and national conference attendance/implementation by staff {purposeful collaborative and independent work, assessment/checks for understanding including deep analysis, core strategies that increase deeper analysis of complex text & tasks, daily lesson structures that include the gradual release of responsibility model}. Our outcome artifacts this year will be video of at least one math and one literacy professional development provided to staff at S. Ellen Jones. The implementation of new learning will directly impact effective instruction as observed by administrators during walk-throughs and formal observations.



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Part 8: Budget SY 18-19

Instructions: The budget will be completed in a separate Excel workbook for SY 2018-2019, and must include any changes from the original budget submission. Once approved by IDOE, will serve as the operating budget for the duration of the school year, unless otherwise amended and approved by IDOE.

Part 8: 1003g SIG Budget Sheet SY 18-19

Complete the budget below:

SY 2018-2019		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Expenditure Account	Number	Salary		Benefits		Professional Services	Rentals	Other Purchase	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction	\$ 135,009.29	\$ 25,022.00	\$ 54,253.22	\$ 1,915.52				\$ 6,000.00	\$ 1,800.00		\$ 224,000.03
21000	Support Services - Student		\$31,000		\$19,000.00							\$ 50,000.00
22100	Improvement of Instruction (Professional Development)	\$ 76,113.04	\$ 2,475.00	\$ 29,548.57	\$ 189.34	\$ 4,500.00		\$ 6,000.00				\$ 118,825.95
22900	Other Support Services											
25191	Refund of Revenue											
26000	Operation & Maintenance											
27000	Transport - ation		\$ 32,736.00		\$ 6,944.00			\$ 9,920.00				\$ 49,600.00
33000	Community Service Operations		\$ 35,000.00		\$ 16,677.50				\$ 4,000.00			\$ 55,677.50
60100	Transfers (interfund)											
	Column Totals	\$ 211,122.33	\$ 126,233.00	\$ 83,801.79	\$ 44,726.36	\$ 4,500.00		\$ 15,920.00	\$ 10,000.00	\$ 1,800.00		\$ 498,103.48

Indirect Cost: Subtract the amount above \$25,000 (per individual contracted service) from your total budget: **\$ 498,103.48**

Total after deducting Property: **\$ 473,103.48**

Total Available for Indirect Costs: **\$ 7,238.48**

Amount of Indirect Cost to be used: **\$ 7,238.48**

Grand Total After Indirect Cost: \$ 505,341.96

Budget Narrative

DIRECTIONS: Provide a narrative below on how funding is allocated. E.g. Other Purchase Services: \$1,500-- PD for mentor teachers to attend New Tech training; \$4,000 --administration team attending NASTID conference

Supplies	Property: Equipment/ Technology
Materials such as math manipulatives, flash cards, book rings, etc provided during parent events, high interest, literature for classroom libraries, snacks for parent events	Licenses for IXL math program
Professional Services	Other Purchase Services (travel, communication)
Mentorship provided to building administrators, behaviorist	Expenses for reading or math conference, bus rental & cost of gas

SIG Staffing

Instructions: Complete the SIG Staffing information below

Staff Name	Staff Position	Cert/ Non-Certified.	FTE:	Stipend: Y/N	Split Funded: Y/N	Additional Funding Source	Position Description
Kimberly McClure	Math Coach	Certified	1	N	N		Models effective teaching practices and provides professional development
Laci Skidmore	Interventionist	Certified	1	N	N		Provide additional small group instruction to students
Chelsea Parman	Home School Outreach Coordinator	Non-Certified	1	Y	N		Monitor attendance, connect with families